DOCUMENT RESUME

ED 245 075 CE 039 061

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|---|---|
| TITLE | Employ Oral Questioning Techniques. Second Edition. Module C-12 of Category C--Instructional Execution. Professional Teacher Education Module Series. |
| INSTITUTION | Ohio State Univ., Columbus. National Center for Research in Vocational Education. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| REPORT NO | ISBN-0-89606-165-5 |
| PUB DATE | 84 |
| NOTE | 44p.; For related documents, see ED 241 728, ED 242 899, ED 242 951-955, ED 244 136, and CE 039 062-063. |
| AVAILABLE FROM | American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Geogia, Athens, GA 30602. |
| PUB TYPE | Guides - Classroom Use - Materials (For Learner) (051) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *Competency Based Teacher Education; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Questioning Techniques; Speech Communication; *Teaching Methods; Teaching Skills; *Verbal Communication; Vocational Education; *Vocational Education Teachers |

ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional execution. The purpose of the module is to give the teacher understanding of the characteristics of and techniques involved in effective oral questioning and to help the teacher develop skill in employing oral questioning techniques. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, checklists, and self-checks. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher assessment by a resource person. An assessment form is included. (YLB)

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# Employ Oral Questioning Techniques

Second Edition

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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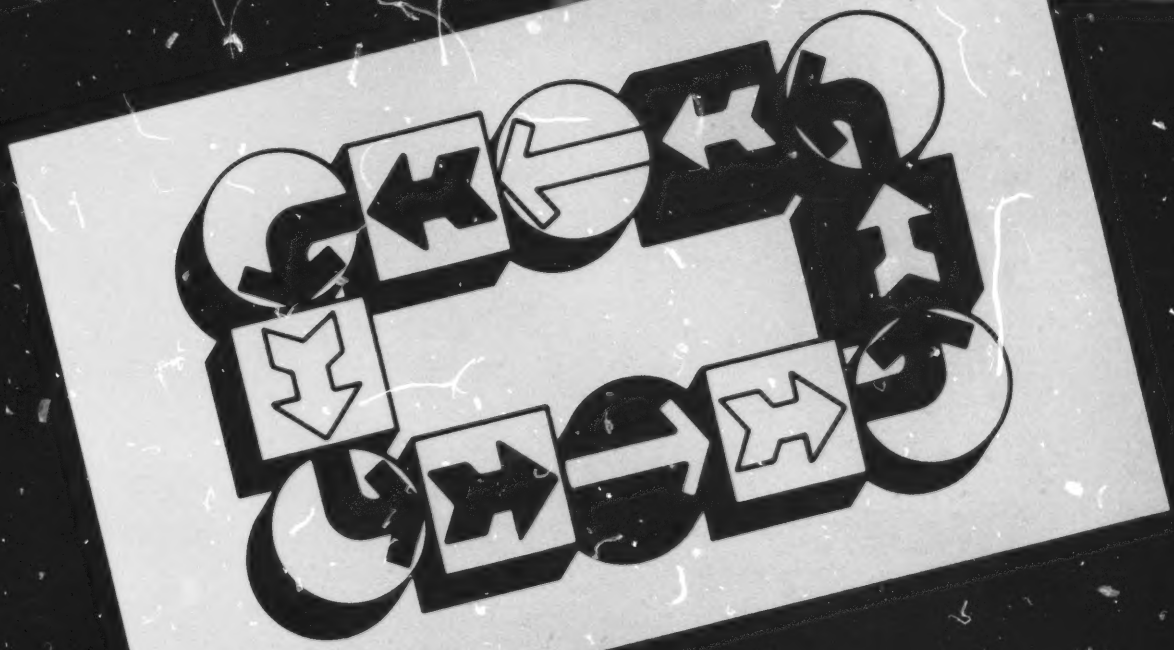

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# FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE

# C-12

# Employ Oral Questioning Techniques

Second Edition

Module C-12 of Category C—Instructional Execution
**PROFESSIONAL TEACHER EDUCATION MODULE SERIES**

**The National Center for Research in Vocational Education**
The Ohio State University

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**ISBN 0-89606-165-5**

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.

# INTRODUCTION

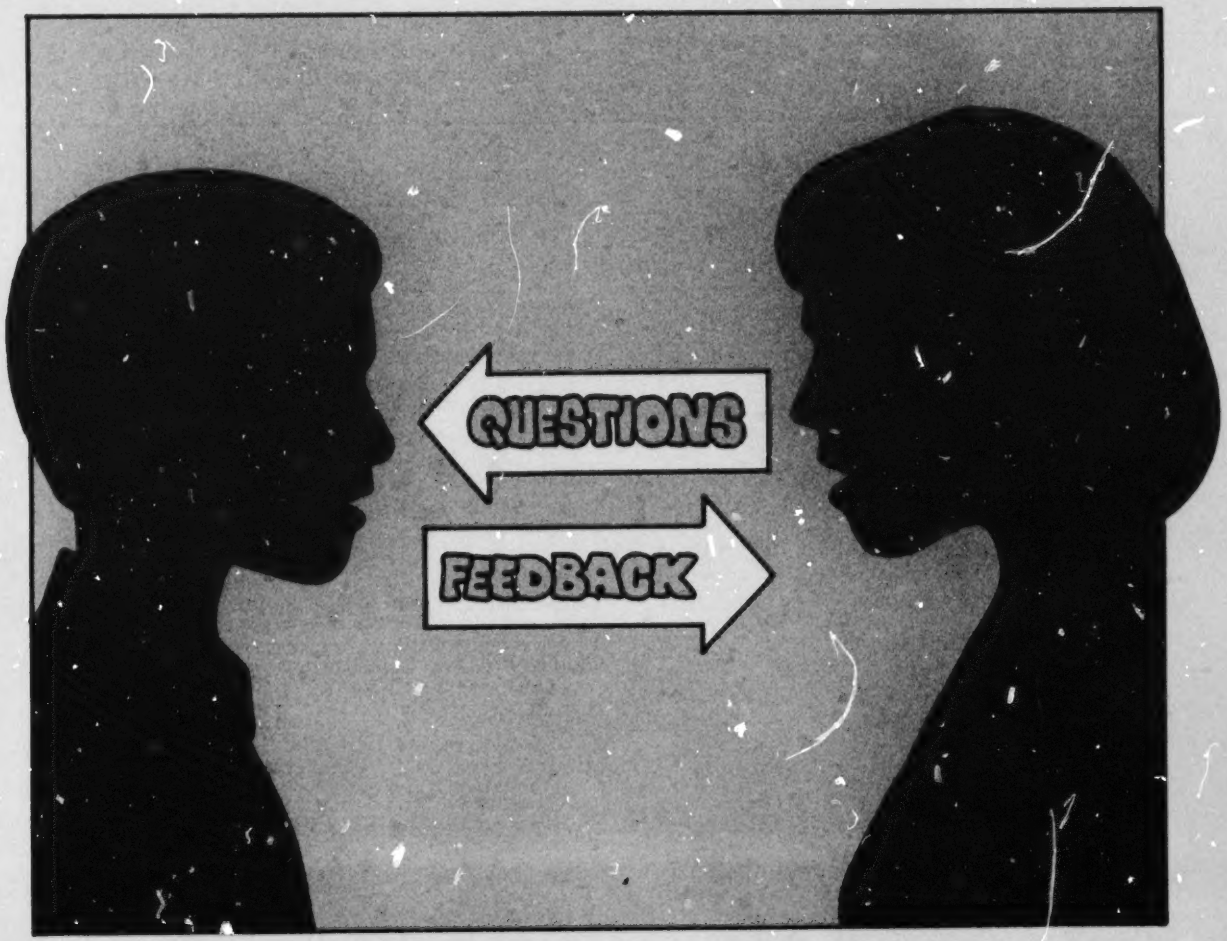
Oral questioning can be one of the most versatile and effective teaching-learning techniques. Due to the nature of the classroom situation, oral activities often comprise a major portion of the total student-teacher interaction.

To be effective, you need to know how to use the time spent in oral communication profitably. You need to develop good questioning skills so that the questions you ask will (1) require students to think critically and (2) provide you with feedback concerning student understanding of the topics being discussed.

Good questions require careful thought and precise wording. It may be easy to ask questions requiring only a simple yes or no answer. However, such questions can also be answered without much thought on the part of the students. To ask good questions, it is necessary for you to be aware of techniques for developing questions that do the following:

- Assess student understanding of a given concept, principle, or procedure
- Ask the student to describe how, state why, indicate the circumstances, and so forth
- Motivate the student to use higher thinking processes (analysis and synthesis, not mere recall)
- Require carefully thought-out responses by the student

In order to be an effective oral questioner, you need to understand the characteristics of and techniques involved in effective oral questioning. This module is designed to give you that understanding and to help you develop skill in employing oral questioning techniques.



# ABOUT THIS MODULE

## Objectives

**Terminal Objective:** In an actual teaching situation, employ oral questioning techniques. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40 (*Learning Experience IV*).

**Enabling Objectives:**

1. After completing the required reading, demonstrate knowledge of the techniques and procedures involved in effective oral questioning (*Learning Experience I*).
2. Using a selected student performance objective from your own occupational specialty, develop a series of oral questions relating to that objective (*Learning Experience II*).
3. In a simulated classroom situation, employ oral questioning techniques in a lesson (*Learning Experience III*).

## Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

## Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have difficulty with directions or in assessing your progress at any time.

### Learning Experience I

Optional

*Reference:* Sanders, Norris M. *Classroom Questions: What Kinds?* New York, NY: Harper & Row Publishers, 1966.

### Learning Experience II

Required

*A resource person* to evaluate your competency in preparing a series of oral questions.

### Learning Experience III

Required

*2–5 peers* to role-play students to whom you are presenting a lesson, and to critique your performance in employing oral questioning techniques. If peers are unavailable, you may present your lesson to your *resource person.*

Optional

*A resource person* to evaluate your competency in developing a lesson plan.

*Videotape or audiotape equipment* to use in taping, viewing or listening to, and self-evaluating your presentation.

*A locally produced videotape* of a teacher employing oral questioning techniques that you can view for the purpose of critiquing that teacher's performance.

*Videotape equipment* to use in viewing a videotaped presentation involving the use of oral questioning techniques.

### Learning Experience IV

Required

*An actual teaching situation* in which you can employ oral questioning techniques.

*A resource person* to assess your competency in employing oral questioning techniques.

## General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

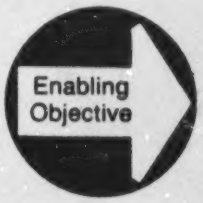
The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

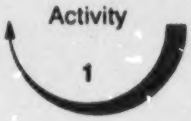
The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

# Learning Experience I

## OVERVIEW




After completing the required reading, demonstrate knowledge of the techniques and procedures involved in effective oral questioning.




You will be reading the information sheet, Employing Oral Questioning Techniques, pp. 6–11.

You may wish to read the following supplementary reference: Sanders, *Classroom Questions: What Kinds?*

You will be demonstrating knowledge of the techniques and procedures involved in effective oral questioning by completing the Self-Check, pp. 12–13.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 15.

Activity 1

For information concerning (1) the purposes, limitations, and characteristics of oral questioning and (2) the techniques involved in employing oral questioning, read the following information sheet.

# EMPLOYING ORAL QUESTIONING TECHNIQUES

"To question well is to teach well." Socrates would have agreed with this statement. He used questioning to the exclusion of all other methods. In teaching today, however, we recognize that oral questioning is one of several important teaching methods.

## Advantages

Oral questioning is an effective way to stimulate student **motivation** and **participation.** Questioning provides for involvement of all students. In addition, it focuses student attention and develops interest and curiosity.

The effective use of oral questioning techniques provides students with opportunities to practice **self-expression.** At the same time, it allows **variety** to be added to the lesson.

Logically sequenced questions can stimulate logical and critical **thinking** and serve as a guide to **reasoning.** Also, use of questions directed at different levels of knowledge can lead students into the different levels of thinking.

An important outcome of using questions is that the **special abilities and interests** of individual students can be discovered. Students often acquire special knowledge and skills through hobbies, work experience, or family activities. You can use these special abilities and interests as an additional class resource to promote learning.

Oral questioning techniques can be used for a variety of purposes, as follows:

- To introduce, summarize, or review a lesson
- To clarify points previously made
- To bring up points omitted
- To bring reading assignments into focus
- To develop in students new insights
- To promote students' understanding
- To develop students' attitudes and values
- To teach students to **use** ideas rather than to simply memorize them

Oral questioning can provide important **evaluation information.** Students' preparation for the lesson can be tested (e.g., through questioning, you can determine if they read and understood an assignment). Questions during the lesson introduction can serve as a pretest of students' knowledge level.

Also, using questions during the lesson can provide immediate feedback on how well students are progressing. Incorporating questions in the lesson summary and review can provide at least a partial evaluation of the extent to which the instructional objectives have been achieved by students.

## Limitations

The use of oral questioning has some limitations. Questions directed at large groups may be **difficult to hear.** The same is true of student responses. One way to overcome this difficulty is to repeat the questions and responses that may not have been heard by all persons.

In addition, questioning involves considerable class **time** as compared to other techniques requiring less student involvement.

The individual characteristics of students can also affect the success of oral questioning. Shy students are sometimes **reluctant to participate** in question-and-answer sessions. Your role in providing a secure, noncritical classroom environment is important here. If the shy student is made to feel comfortable and unthreatened, he/she may be more willing to participate.

There also may be a tendency for a small group of students to **dominate** the discussion. This can be prevented by distributing the questions among all students.

## Characteristics of Good Questions

Student learning can be greatly stimulated by the use of oral questioning techniques. In addition, use of these techniques can provide you with continual feedback as the lesson is being taught.

However, any advantages that may result from the use of oral questioning may be destroyed if good questions are not asked. You should carefully plan your questions and should write them out in the lesson plan. This planning, however, should not be so rigid that it does not allow you to ask spontaneous questions in response to student interest.

A good question should have the following characteristics:

- Concise, including only one idea
- Short enough for students to remember
- Timely, interesting, thought-provoking, and relevant to the lesson being taught
- Stated in language familiar to students (a question is not the place to introduce new terms)
- Stated to stress the key points of a major lesson topic
- Stated to require more than a guessing response
- Stated to require more than a simple yes or no answer
- Stated in such a way that it does not suggest the answer

## Types and Levels of Questions

Questions can be classified according to the level of knowledge required for the correct response. Bloom's taxonomy of educational objectives[1] can also be applied to questions. Each level is progressively more complex, and each is built on all levels below it.

Beginning with the lowest level, Bloom's taxonomy as adapted for questions is as follows.

1. **Knowledge.** At the knowledge level, students are asked only to recall or recognize the correct response from memory; for example:

- What is the formula for computing board feet?
- What is the definition of viscosity?
- What are the main parts of a business letter?
- What are the four ingredients used to make concrete?
- What are the common and scientific names of the flowers now being shown on the opaque projector?
- Should trees be transplanted during the month of August?

In general, questions requiring a simple yes or no answer (e.g., the last example above on transplanting trees) should be used sparingly. With such questions, students have a 50–50 chance of guessing the correct response; their actual **knowledge** isn't necessarily tested.

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1. Benjamin S. Bloom, ed., *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain* (New York, NY: David McKay Company, 1956). Reprinted by permission of David McKay Company, Inc.

Simple recall questions can be used in introducing a lesson. Or a recall question can be used as the first question in a series of questions that progress to a higher level of difficulty. In addition, in situations in which a student gives an incorrect response to a higher-level question, you may lead the student logically to the correct response by asking simpler questions and thus reviewing the information necessary to answer the initial question.

2. **Comprehension.** Three sublevels of knowledge are involved in comprehension as follows:

a. **Translation**—The translation sublevel involves asking students to transfer knowledge from one set of symbols to another; for example:

- State in your own words the definition of merchandising given in our textbook.
- Paraphrase the directions for mixing concrete given in the bulletin.
- Draw a picture to illustrate strip-cropping.

b. **Interpretation**—The interpretation sublevel involves asking students to explain the meaning of something; for example:

- What does the graph show to be the point of diminishing returns?
- What does the table show would be the curing time for concrete poured at 60 degrees F.?
- What trends are shown by the clothing price summary for the past ten years?

c. **Extrapolation**—The extrapolation sublevel requires students (1) to infer, project, or extend from known information into an area not known or experienced or (2) to extend the meaning of major ideas beyond the limits of the information presented; for example:

- What is the general need for water conservation, based on our study of the present supply?
- Considering the properties and price of the new synthetic oils, what would you predict to be the uses that will be made of synthetic oil?
- What will be the trend in job opportunities for practical nurses, given the general forecasts in the *Occupational Outlook Handbook*?
- Use your knowledge about hairstyling to predict the relative time required to create each of the basic styles.

3. **Application.** The application level requires students to solve practical problems through the selection and use of ideas, principles, and theories (i.e., to apply what they have learned to particular concrete situations); for example:

- Use the principles of induction and magnetism to explain how a generator works.
- Use your knowledge of the basic colors to explain how secondary colors can be made.
- Using your knowledge of what makes a good fertilizer mixture for corn planted after sod, explain what fertilizer ratio and rate per acre you would recommend.

4. **Analysis.** At the analysis level, students are asked to break a whole down into its component parts and to determine the relationship between the parts; for example:

- Which of the statements in the article on floral design are inconsistent?
- What is causing the car we have tested for malfunctions to fail to start?
- What relationships exist among the different synthetic fibers used to make cloth?

5. **Synthesis.** The synthesis level requires students to put together parts and elements to form a new whole or pattern (i.e., to use concepts, principles, or ideas already learned to make a new product); for example:

- What overall wildlife conservation plan will meet the needs identified in the community survey?
- What type of management plan is needed to profitably integrate all the crop and animal enterprises now grown on the farm?
- Using current prices of different feeds, what would be a least-cost livestock ration for a pregnant 1,000-pound cow producing 50 pounds of milk daily?

6. **Evaluation.** The evaluation level requires students to make judgments based on specific criteria rather than opinions; for example:

- Applying the criteria provided, which of the following three wildlife conservation plans would be most effective?
- How would you evaluate the proposed farm management plan, using the profit available for family living as the criterion?
- Given the following criteria, how would you judge and rank each of the ten displays.

Oral questions at the analysis, synthesis, and evaluation levels can be used very effectively to summarize class activities. Questions at this level also may be used to guide students in study assignments and problem-solving activities.

The levels of questions provide guidance in developing a logical sequence of questions. Because each level is based on all levels below it, you can plan the sequence by moving from lower-level to higher-level questions.

For example, the application level is based on the knowledge and comprehension levels. Thus, the questioning sequence would start with a question at the knowledge level, followed by a question at the comprehension level, and then a question at the application level.

One final comment should be made on levels of questions. The focus of this module is on the effective uses of oral questioning as a teaching technique. Although you need to be able to recognize and write questions at the various levels, your emphasis should be on achieving competency in the **use** of oral questions in the classroom.

## Good Questioning Techniques

The **general sequence** of oral questioning should be as follows. You (1) ask a good question of the total class (e.g., "How does texture in clothing materials affect color?"), (2) pause to give students time to formulate their answers, (3) direct the question to a specific student (e.g., "Carl?"), and then (4) give the student time to reply and give attention and consideration to his/her response.

The reason that a question should be directed to a particular student **after** the question has been asked is simple. If you first say "Carl" and then ask your question, every student in the class except Carl is off the hook. The other students do not need to try to formulate an answer.

Ideally, Carl's response will stimulate other student questions that you can, in turn, direct to other members of the class.

Questions should be **distributed** among class members so that each student has the opportunity to participate. One way to assure that a student who generally has difficulty in responding to questions can participate is to ask a question based on his/her past experience.

Questions should be asked in a **normal conversational tone,** loud enough for all class members to hear. You should reward correct responses (e.g., "Yes," "That's right," "Good," or "Correct") and avoid being critical of incorrect or incomplete answers.

Questions should be presented in a **logical sequence,** and you should **repeat** student responses for special emphasis or clarity. You can bring other students into the discussion by asking them to **react** to another student's answer.

You should encourage students to go beyond the first answer—to **expand** and **clarify** an idea and to **corroborate** it with the facts and illustrations. Include *why* and *how* questions with *yes* and *no* questions. Strike a balance between *fact* and *thought* questions.

Student inattentiveness can be discouraged if students know that you frequently ask questions. Some educators suggest that inattentive students can often be brought into the discussion by directing a question to them. However, use caution here. To ask a question and then call on the daydreamer almost ensures that he/she will not have heard the question. You will get his/her attention. However, by embarrassing the student, you may lose his/her future cooperation. Get this student's attention first; then ask the question.

In general, you should not repeat a question unless the question was directed at a large group and might not have been heard. Repeating questions can encourage inattention and poor listening habits. Another student can be asked to repeat the question, if necessary.

Finally, avoid asking questions of the class in general. This encourages several students to speak at once. Rather, ask for volunteers and select from those students.

## Handling Student Answers

Constructing a good question and asking it in the correct way are the first steps in effective oral questioning. The next step is the proper handling of student answers.

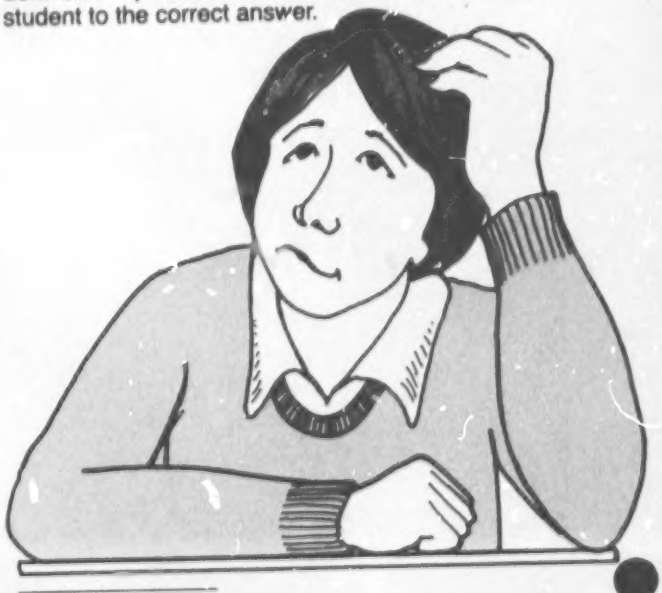
Groisser[2] believes that the handling of student answers is the real test of the good teacher. He categorized student responses into (1) correct answers, (2) partially correct answers, (3) incorrect answers, and (4) no answer at all. The following suggested teaching practices for each category of responses are synthesized from Groisser.

**Correct answers.** You should reward correct answers with responses of recognition or praise (e.g., "Very good" or "That's correct"). Rewarding correct answers encourages subsequent student participation and establishes the answer as being correct.

Lengthy answers covering several key points can be broken down by asking other students to explain or expand on individual points in the response. Note, however, that if student responses are frequently lengthy, it may indicate that your questions are too broad.

**Partially correct responses.** When a student's answer is partially correct, you should give credit for the correct part and work to improve the incorrect part. You could say, "You are correct, Mary. Let's see if someone can enlarge upon your answer." You could then ask another student to expand upon the response. For example, "John, can you add anything to Mary's answer?"

**Incorrect answers.** When a totally incorrect answer to a question is given, you should give a noncritical response. For example, you could say, "A good try, but the main point of the question was overlooked." You could then refer the question to another student. Or you could choose to ask the same student other questions that would logically lead the student to the correct answer.



2. Philip Groisser, *How to Use the Fine Art of Questioning* (New York, NY: Atherton Press, 1964), pp. 5–20, 38–53.

A third technique is to tell the student who gave the wrong answer that you will come back to him/her later for repetition or restatement. This is effective for the students who learn less rapidly; it makes them equally responsible to contribute a correct answer—but later in the period.

Occasionally, a student will misunderstand a question and give an irrelevant answer. You can handle this by pointing out, "That would get us off the topic," or "The answer was good, but it didn't answer the question that was asked."

**No answer at all.** If one student is unable to respond at all, you should direct the question to another student. If several students are unable to give a response, try rephrasing the question into simpler terms. If there is still no response, you may want to reteach that concept or ask the students to find the answer from reference materials.

If you frequently need to rephrase questions, it may indicate that you need to be more careful in the planning and construction of your questions.

You should never use sarcasm in questioning. Never label a student's response as "stupid" or "what might be expected from someone who had not read the assignment."

All sincerely offered answers should be accepted as contributions and used as an opportunity to develop further learning. Remember, if students knew all the answers, the subject would already be taught. Using wrong answers to promote learning is part of good teaching.

## Handling Student Questions

Questions from students are a sign of a healthy learning environment—one in which students are inquisitive and searching for answers. Your lesson planning should include anticipation of student questions.

You can handle student questions that are off the topic by offering to discuss the subject with the student on an individual basis after class. This avoids moving the lesson off on a tangent (which may have been the student's intent). At the same time, the student's question is accepted as a contribution.

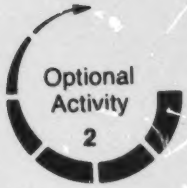
Referring a student's question to the other members of the class for an answer is a good teaching technique. For example, you could ask, "Bill, what is the answer to Mary's question?"

Whenever neither you nor the class can answer a relevant question, you should admit that you do not know the answer and promise to find it. At the same time, you may ask the student to look up the answer him/herself. You can then compare answers during a later class session.

Occasionally, a student will attempt to stump you by asking difficult questions about the topic. You can respond with, "The class would be interested in knowing the answer to your question. Please look up the answer in _____reference and report back to the class tomorrow."

Students may sometimes use incorrect grammar in their questions or answers. When this occurs, you can tactfully indicate the correct grammar usage by restating the student's statement in correct grammar by saying, "You mean _____." Be careful not to discourage students by interrupting them before they are finished or by using a critical tone.

The principle of positive teacher acceptance of all sincere student participation applies to student questions, as well as to student responses to teacher questions. The challenge to you is to encourage student participation and to use it for the development of further learning.




For further information on employing oral questioning techniques, you may wish to read Sanders, *Classroom Questions: What Kinds?* Chapters 1 and 9 in this text explain the need to develop questions designed for more than memory and how to plan for questioning. Each of the intervening chapters (2–8) covers one of the categories of questions—memory, translation, interpretation, application, analysis, synthesis, and evaluation—in depth. Ample definitions, explanations, and examples are provided.

The following items check your comprehension of the material in the information sheet, Employing Oral Questioning Techniques, pp. 6–11.

## SELF-CHECK

### I. Matching:

On the line to the left of each phrase in Column A, write the letter of the term in Column B that best matches the phrase.

**Column A**

___1. Student makes a judgment based on criteria
___2. Student changes information into a different symbolic form
___3. Student recalls information
___4. Student discovers relationships
___5. Student solves a problem

**Column B**

a. Knowledge
b. Comprehension—translation
c. Comprehension—interpretation
d. Analysis
e. Evaluation
f. Application

### II. Multiple Choice:

Each of the incomplete statements listed below is followed by several words or phrases. From these, you are to choose the one that completes the statement most correctly. Place the letter of that answer (a, b, c, or d) in the blank at the left of the item.

___1. The type of question that is often overused by teachers is—
   a. knowledge level
   b. application level
   c. evaluation level
   d. analysis level

___2. The taxonomy should be used—
   a. to classify every question into a single category
   b. to select simple questions from lower categories and harder questions from higher categories
   c. to select questions from all categories at appropriate levels of complexity
   d. all of the above

___3. Oral questions should be devised to take into consideration—

a. students' intellectual processes
b. emotional atmosphere of the classroom
c. students' in-school and out-of-school experiences
d. all of the above

___4. Oral questions are an important aid in stimulating thinking because they will—

a. arouse interest
b. promote understanding
c. develop new insights
d. all of the above

___5. Oral questions are used--

a. in all situations
b. to lead students into all kinds of thinking
c. to get students just to recall facts
d. to encourage bright students to answer difficult questions

___6. The purpose of a question such as "Why would a writer choose to publish under an assumed name?" is—

a. to stimulate interest
b. to stimulate logical or critical thinking
c. all of the above
d. none of the above

# NOTES

Compare your written responses to the self-check items with the model answers given below. Your responses should exactly duplicate the model responses.

## MODEL ANSWERS

### I. Matching:

1. e
2. b
3. a
4. d
5. f

### II. Multiple Choice:

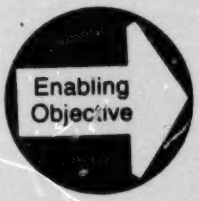
1. a
2. c
3. d
4. d
5. b
6. c

**Level of Performance:** Your written responses to the self-check items should have exactly duplicated the model answers. If you did not have all 11 correct, review the material in the information sheet, Employing Oral Questioning Techniques, pp. 6–11, or check with your resource person if necessary.

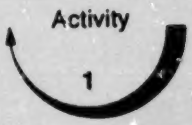
NOTES

# Learning Experience II

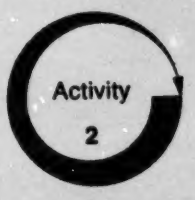
## OVERVIEW




Using a selected student performance objective from your own occupational specialty, develop a series of oral questions relating to that objective.

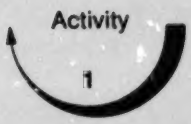



You will be selecting a student performance objective in your occupational specialty and briefly outlining the material you would be covering in each of the major lesson components: introduction, lesson content, and summary.

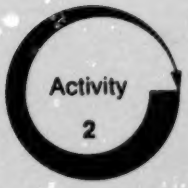



You will be preparing a series of oral questions relating to the material in one or more of the lesson components, as appropriate.

Your questions will be evaluated by your resource person, using the Taxonomy of Questions Checklist, p. 19.




Select a student performance objective in your occupational specialty. Then, briefly outline the material you would cover to introduce, present, and summarize a lesson designed to achieve that objective. You may use a lesson plan you have developed previously.




Prepare two or three oral questions at each of the six taxonomic levels that could help you introduce, present, or summarize the material in your lesson plan. When writing questions at the comprehension level, write one question at each of the three sublevels. Number each question for easy reference during feedback.

After you have developed your oral questions, arrange to have your resource person review and evaluate your questions. Give him/her the Taxonomy of Questions Checklist, p. 19, to use in evaluating your work.

# TAXONOMY OF QUESTIONS CHECKLIST

Name _____

Date _____

Resource Person _____

**Directions:** Place an X in the YES or NO box to indicate whether all questions met or did not meet each applicable criterion. For any question that did not meet a criterion, specify the number of the question(s) in the space provided for comments.

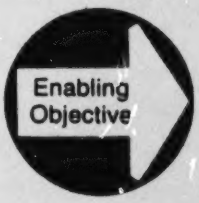
| | Yes | No | Comments |
|---|---|---|---|
| 1. The *knowledge* questions involve the recall or recognition of information | ☐ | ☐ | _____ |
| 2. The *comprehension—translation* question requires students to transfer knowledge from one set of symbols to another | ☐ | ☐ | _____ |
| 3. The *comprehension—interpretation* question requires students to explain the meaning of something | ☐ | ☐ | _____ |
| 4. The *comprehension—extrapolation* question requires students to infer, project, or extend from known information into an area not known or experienced | ☐ | ☐ | _____ |
| 5. The *application* questions involve the solving of practical problems through the selection and use of ideas, principles, and theories—application of what has been learned to particular concrete situations | ☐ | ☐ | _____ |
| 6. The *analysis* questions require the breakdown of a whole into its component parts and the determination of the relationship between the parts | ☐ | ☐ | _____ |
| 7. The *synthesis* questions involve putting together parts and elements to form a new whole or pattern—the use of concepts, principles, or ideas already learned to make a new product | ☐ | ☐ | _____ |
| 8. The *evaluation* questions require the making of judgments—good or bad, right or wrong—based on specific criteria rather than opinions | ☐ | ☐ | _____ |

**Level of Performance:** All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Employing Oral Questioning Techniques, pp. 6–11, revise your questions accordingly, or check with your resource person if necessary.

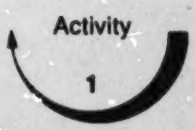
NOTES

# Learning Experience III

## OVERVIEW



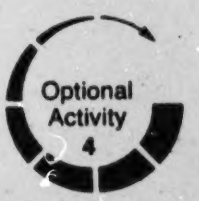

In a simulated classroom situation, employ oral questioning techniques in a lesson.



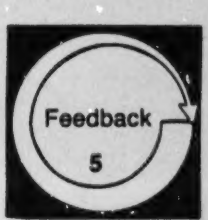

You will be selecting an objective in your occupational specialty and selecting, modifying, or developing a lesson plan designed to achieve that objective, giving special attention to the use of oral questioning techniques.

You may wish to have your resource person review the adequacy of your plan.

You will be presenting the lesson to a group of peers or to your resource person.



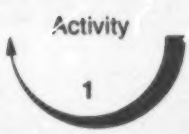

You may wish to record your presentation on audiotape or videotape for self-evaluation purposes.




Your competency in employing oral questioning techniques will be evaluated by your peers or by your resource person, using copies of the Lesson Presentation Checklist, pp. 25–26.

If you record your presentation on videotape or audiotape, you may wish to evaluate your own performance, using a copy of the Lesson Presentation Checklist, pp. 25–36.

You may wish to view a locally produced videotape of a teacher employing oral questioning techniques and to critique that teacher's performance.




Select a student performance objective in your occupational specialty and develop a detailed lesson plan for achieving that objective. As part of your plan, develop a series of oral questions to direct and motivate students' thinking throughout the lesson in a well-organized and meaningful way. Be sure to include questions at the higher taxonomic levels. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously and adapt that plan so that it includes the use of oral questioning techniques.

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

In a simulated classroom situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape or audiotape so you may view/listen to your own presentation at a later time.

Multiple copies of the Lesson Presentation Checklist are provided in this learning experience, pp. 25–26. Give a copy to each peer or to your resource person before making your presentation in order to ensure that each knows what to look for in your lesson. However, indicate that, during the lesson, all attention is to be directed toward you and that the checklists are to be completed **after** the lesson is finished.

If you recorded your lesson on videotape or audiotape, you may wish to self-evaluate using a copy of the Lesson Presentation Checklist, pp. 25–26.

Your institution may have available videotapes showing examples of teachers employing oral questioning techniques. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in employing oral questioning techniques, using the criteria provided in this module or critique forms or checklists provided by your resource person.

# NOTES

# LESSON PRESENTATION CHECKLIST

**Directions:** Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| **The teacher used oral questions that were:** | | | | |
| 1. clear, definite, and concise, and included only one idea | ☐ | ☐ | ☐ | ☐ |
| 2. interesting, timely, and thought-provoking | ☐ | ☐ | ☐ | ☐ |
| 3. designed to require more than a simple yes or no answer | ☐ | ☐ | ☐ | ☐ |
| 4. adapted to individual differences | ☐ | ☐ | ☐ | ☐ |
| 5. challenging and not obvious | ☐ | ☐ | ☐ | ☐ |
| 6. written at a variety of taxonomic levels (i.e., questions requiring students to demonstate knowledge, comprehension, application, analysis, and evaluation) | ☐ | ☐ | ☐ | ☐ |
| 7. related to the lesson being taught | ☐ | ☐ | ☐ | ☐ |
| 8. geared to illustrate key points of major lesson topics | ☐ | ☐ | ☐ | ☐ |
| **In the lesson, the teacher:** | | | | |
| 9. used the questions to draw information from the students | ☐ | ☐ | ☐ | ☐ |
| 10. asked a question, paused to give the students time to think about the question, and then called on a student | ☐ | ☐ | ☐ | ☐ |
| 11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (and before answering the question him/herself or calling on someone else.) | ☐ | ☐ | ☐ | ☐ |
| 12. presented the questions in an orderly sequence | ☐ | ☐ | ☐ | ☐ |
| 13. directed his/her questions so that each student was able to participate | ☐ | ☐ | ☐ | ☐ |
| 14. reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses) | ☐ | ☐ | ☐ | ☐ |

| | N/A | No | Partial | Full |
|---|---|---|---|---|
| 15. asked some questions that students could answer from past experience | ☐ | ☐ | ☐ | ☐ |
| 16. asked questions that were clear and short enough to remember | ☐ | ☐ | ☐ | ☐ |
| 17. required the student to go beyond his/her first answer as needed (e.g., encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers) | ☐ | ☐ | ☐ | ☐ |

**Level of Performance:** All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

# LESSON PRESENTATION CHECKLIST

**Directions:** Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| **The teacher used oral questions that were:** | | | | |
| 1. clear, definite, and concise, and included only one idea | ☐ | ☐ | ☐ | ☐ |
| 2. interesting, timely, and thought-provoking | ☐ | ☐ | ☐ | ☐ |
| 3. designed to require more than a simple yes or no answer | ☐ | ☐ | ☐ | ☐ |
| 4. adapted to individual differences | ☐ | ☐ | ☐ | ☐ |
| 5. challenging and not obvious | ☐ | ☐ | ☐ | ☐ |
| 6. written at a variety of taxonomic levels (i.e., questions requiring students to demonstate knowledge, comprehension, application, analysis, and evaluation) | ☐ | ☐ | ☐ | ☐ |
| 7. related to the lesson being taught | ☐ | ☐ | ☐ | ☐ |
| 8. geared to illustrate key points of major lesson topics | ☐ | ☐ | ☐ | ☐ |
| **In the lesson, the teacher:** | | | | |
| 9. used the questions to draw information from the students | ☐ | ☐ | ☐ | ☐ |
| 10. asked a question, paused to give the students time to think about the question, and then called on a student | ☐ | ☐ | ☐ | ☐ |
| 11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (and before answering the question him/herself or calling on someone else.) | ☐ | ☐ | ☐ | ☐ |
| 12. presented the questions in an orderly sequence | ☐ | ☐ | ☐ | ☐ |
| 13. directed his/her questions so that each student was able to participate | ☐ | ☐ | ☐ | ☐ |
| 14. reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses) | ☐ | ☐ | ☐ | ☐ |

| | N/A | No | Partial | Full |
|---|---|---|---|---|
| 15. asked some questions that students could answer from past experience | ☐ | ☐ | ☐ | ☐ |
| 16. asked questions that were clear and short enough to remember | ☐ | ☐ | ☐ | ☐ |
| 17. required the student to go beyond his/her first answer as needed (e.g., encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers) | ☐ | ☐ | ☐ | ☐ |

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Name _____

Date _____

Resource Person _____

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| **The teacher used oral questions that were:** | | | | |
| 1. clear, definite, and concise, and included only one idea | ☐ | ☐ | ☐ | ☐ |
| 2. interesting, timely, and thought-provoking | ☐ | ☐ | ☐ | ☐ |
| 3. designed to require more than a simple yes or no answer | ☐ | ☐ | ☐ | ☐ |
| 4. adapted to individual differences | ☐ | ☐ | ☐ | ☐ |
| 5. challenging and not obvious | ☐ | ☐ | ☐ | ☐ |
| 6. written at a variety of taxonomic levels (i.e., questions requiring students to demonstate knowledge, comprehension, application, analysis, and evaluation) | ☐ | ☐ | ☐ | ☐ |
| 7. related to the lesson being taught | ☐ | ☐ | ☐ | ☐ |
| 8. geared to illustrate key points of major lesson topics | ☐ | ☐ | ☐ | ☐ |
| **In the lesson, the teacher:** | | | | |
| 9. used the questions to draw information from the students | ☐ | ☐ | ☐ | ☐ |
| 10. asked a question, paused to give the students time to think about the question, and then called on a student | ☐ | ☐ | ☐ | ☐ |
| 11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (and before answering the question him/herself or calling on someone else.) | ☐ | ☐ | ☐ | ☐ |
| 12. presented the questions in an orderly sequence | ☐ | ☐ | ☐ | ☐ |
| 13. directed his/her questions so that each student was able to participate | ☐ | ☐ | ☐ | ☐ |
| 14. reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses) | ☐ | ☐ | ☐ | ☐ |

| | N/A | No | Partial | Full |
|---|---|---|---|---|
| 15. asked some questions that students could answer from past experience | ☐ | ☐ | ☐ | ☐ |
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| 17. required the student to go beyond his/her first answer as needed (e.g., encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers) | ☐ | ☐ | ☐ | ☐ |

**Level of Performance:** All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

# LESSON PRESENTATION CHECKLIST

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Name _____

Date _____

Resource Person _____

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| **The teacher used oral questions that were:** | | | | |
| 1. clear, definite, and concise, and included only one idea | ☐ | ☐ | ☐ | ☐ |
| 2. interesting, timely, and thought-provoking | ☐ | ☐ | ☐ | ☐ |
| 3. designed to require more than a simple yes or no answer | ☐ | ☐ | ☐ | ☐ |
| 4. adapted to individual differences | ☐ | ☐ | ☐ | ☐ |
| 5. challenging and not obvious | ☐ | ☐ | ☐ | ☐ |
| 6. written at a variety of taxonomic levels (i.e., questions requiring students to demonstate knowledge, comprehension, application, analysis, and evaluation) | ☐ | ☐ | ☐ | ☐ |
| 7. related to the lesson being taught | ☐ | ☐ | ☐ | ☐ |
| 8. geared to illustrate key points of major lesson topics | ☐ | ☐ | ☐ | ☐ |
| **In the lesson, the teacher:** | | | | |
| 9. used the questions to draw information from the students | ☐ | ☐ | ☐ | ☐ |
| 10. asked a question, paused to give the students time to think about the question, and then called on a student | ☐ | ☐ | ☐ | ☐ |
| 11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (and before answering the question him/herself or calling on someone else.) | ☐ | ☐ | ☐ | ☐ |
| 12. presented the questions in an orderly sequence | ☐ | ☐ | ☐ | ☐ |
| 13. directed his/her questions so that each student was able to participate | ☐ | ☐ | ☐ | ☐ |
| 14. reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses) | ☐ | ☐ | ☐ | ☐ |

| | N/A | No | Partial | Full |
|---|---|---|---|---|
| 15. asked some questions that students could answer from past experience | ☐ | ☐ | ☐ | ☐ |
| 16. asked questions that were clear and short enough to remember | ☐ | ☐ | ☐ | ☐ |
| 17. required the student to go beyond his/her first answer as needed (e.g., encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers) | ☐ | ☐ | ☐ | ☐ |

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# LESSON PRESENTATION CHECKLIST

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Name _____

Date _____

Resource Person _____

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| **The teacher used oral questions that were:** | | | | |
| 1. clear, definite, and concise, and included only one idea | ☐ | ☐ | ☐ | ☐ |
| 2. interesting, timely, and thought-provoking | ☐ | ☐ | ☐ | ☐ |
| 3. designed to require more than a simple yes or no answer | ☐ | ☐ | ☐ | ☐ |
| 4. adapted to individual differences | ☐ | ☐ | ☐ | ☐ |
| 5. challenging and not obvious | ☐ | ☐ | ☐ | ☐ |
| 6. written at a variety of taxonomic levels (i.e., questions requiring students to demonstate knowledge, comprehension, application, analysis, and evaluation) | ☐ | ☐ | ☐ | ☐ |
| 7. related to the lesson being taught | ☐ | ☐ | ☐ | ☐ |
| 8. geared to illustrate key points of major lesson topics | ☐ | ☐ | ☐ | ☐ |
| **In the lesson, the teacher:** | | | | |
| 9. used the questions to draw information from the students | ☐ | ☐ | ☐ | ☐ |
| 10. asked a question, paused to give the students time to think about the question, and then called on a student | ☐ | ☐ | ☐ | ☐ |
| 11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (and before answering the question him/herself or calling on someone else.) | ☐ | ☐ | ☐ | ☐ |
| 12. presented the questions in an orderly sequence | ☐ | ☐ | ☐ | ☐ |
| 13. directed his/her questions so that each student was able to participate | ☐ | ☐ | ☐ | ☐ |
| 14. reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses) | ☐ | ☐ | ☐ | ☐ |

| | N/A | No | Partial | Full |
|---|---|---|---|---|
| 15. asked some questions that students could answer from past experience | ☐ | ☐ | ☐ | ☐ |
| 16. asked questions that were clear and short enough to remember | ☐ | ☐ | ☐ | ☐ |
| 17. required the student to go beyond his/her first answer as needed (e.g., encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers) | ☐ | ☐ | ☐ | ☐ |

**Level of Performance:** All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

# LESSON PRESENTATION CHECKLIST

**Directions:** Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| **The teacher used oral questions that were:** | | | | |
| 1. clear, definite, and concise, and included only one idea | ☐ | ☐ | ☐ | ☐ |
| 2. interesting, timely, and thought-provoking | ☐ | ☐ | ☐ | ☐ |
| 3. designed to require more than a simple yes or no answer | ☐ | ☐ | ☐ | ☐ |
| 4. adapted to individual differences | ☐ | ☐ | ☐ | ☐ |
| 5. challenging and not obvious | ☐ | ☐ | ☐ | ☐ |
| 6. written at a variety of taxonomic levels (i.e., questions requiring students to demonstate knowledge, comprehension, application, analysis, and evaluation) | ☐ | ☐ | ☐ | ☐ |
| 7. related to the lesson being taught | ☐ | ☐ | ☐ | ☐ |
| 8. geared to illustrate key points of major lesson topics | ☐ | ☐ | ☐ | ☐ |
| **In the lesson, the teacher:** | | | | |
| 9. used the questions to draw information from the students | ☐ | ☐ | ☐ | ☐ |
| 10. asked a question, paused to give the students time to think about the question, and then called on a student | ☐ | ☐ | ☐ | ☐ |
| 11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (and before answering the question him/herself or calling on someone else.) | ☐ | ☐ | ☐ | ☐ |
| 12. presented the questions in an orderly sequence | ☐ | ☐ | ☐ | ☐ |
| 13. directed his/her questions so that each student was able to participate | ☐ | ☐ | ☐ | ☐ |
| 14. reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses) | ☐ | ☐ | ☐ | ☐ |

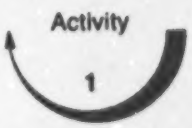
| | N/A | No | Partial | Full |
|---|---|---|---|---|
| 15. asked some questions that students could answer from past experience | ☐ | ☐ | ☐ | ☐ |
| 16. asked questions that were clear and short enough to remember | ☐ | ☐ | ☐ | ☐ |
| 17. required the student to go beyond his/her first answer as needed (e.g., encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers) | ☐ | ☐ | ☐ | ☐ |

**Level of Performance:** All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

# Learning Experience IV

**FINAL EXPERIENCE**

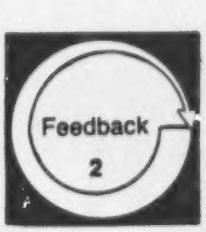
In an **actual teaching situation,*** employ oral questioning techniques.




As you plan your lessons, decide when oral questions could be used effectively to aid you in meeting the lesson objectives. Based on that decision, employ oral questioning techniques. This will include—

- selecting, modifying, or developing a lesson plan that includes the use of oral questions to introduce, present, and/or summarize the lesson
- including in the lesson a series of oral questions at different taxonomic levels
- presenting the lesson to the class

**NOTE:** Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.




Arrange in advance to have your resource person observe your lesson presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in employing oral questioning techniques.

*For a definition of "actual teaching situation," see the inside back cover.

# NOTES

# TEACHER PERFORMANCE ASSESSMENT FORM

Employ Oral Questioning Techniques (C–12)

Name _____

Date _____

Resource Person _____

**Directions:** Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

| | LEVEL OF PERFORMANCE | | | | | |
|---|---|---|---|---|---|---|
| | N/A | None | Poor | Fair | Good | Excellent |
| **The teacher used oral questions that were:** | | | | | | |
| 1. clear, definite, and concise, and included only one idea | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. interesting, timely, and thought-provoking ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. designed to require more than a yes or no answer | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. adapted to individual differences ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. challenging and not obvious ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. written at a variety of taxonomic levels ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. related to the lesson being taught ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. geared to illustrate key points of major lesson topics ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **In the lesson, the teacher:** | | | | | | |
| 9. used the questions to draw information from the students | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. asked a question, paused to give the students time to think about the question, and then called on a student | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. presented the questions in an orderly sequence ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. directed his/her questions so that each student was able to participate (insofar as was practical) ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. reacted favorably to students' answers to questions ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. asked some questions students could answer from past experience ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | N/A | None | Poor | Fair | Good | Excellent |
|---|---|---|---|---|---|---|
| 16. asked questions that were clear and short enough to remember | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. required the student to go beyond his/her first answer if necessary | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Level of Performance:** All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).



UPD 2364/2-84

# ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

### Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

### Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

### Terminology

**Actual Teaching Situation:** A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module up to the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

**Alternate Activity or Feedback:** An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

**Occupational Specialty:** A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

**Optional Activity or Feedback:** An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

**Resource Person:** The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

**Student:** The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

**Vocational Service Area:** A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

**You or the Teacher/Instructor:** The person who is completing the module.

### Levels of Performance for Final Assessment

**N/A:** The criterion was not met because it was **not applicable** to the situation.

**None: No attempt** was made to meet the criterion, although it was relevant.

**Poor:** The teacher is unable to perform this skill or has only **very limited ability** to perform it.

**Fair:** The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

**Good:** The teacher is able to perform this skill in an **effective** manner.

**Excellent:** The teacher is able to perform this skill in a **very effective** manner.

## Titles of the National Center's Performance-Based Teacher Education Modules

### Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

### Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

### Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

### Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

### Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

### Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

### Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

### Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

### Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

### Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

### Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

### Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

### Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

### RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

**For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586**



ISBN 0-89606-165-5